DOCUMENT RESUME

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TITLE Career Education Program: Geneva Area City Schools. [Grade 2 Units: Postal Services, Our Homes, Clothing, Community Helpers, and Custodians In Our Lives].

INSTITUTION Geneva Area City Schools, Ohio.

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ABSTRACT

Five curriculum units for the second grade level focus on: (1) clothing producers and suppliers, and the clothing industry; (2) postal service workers and the postal system; (3) janitorial workers; (4) workers who build, furnish, and maintain homes and the housing industry; and (5) various community workers. Behavioral unit objectives emphasize increasing students' awareness of and appreciation for each unit's occupations and deepening students' understanding of various industries in which people work. A chart format is used to list suggested content questions; teaching techniques and learning activities; and, learning resources and materials. Culminating activities conclude each unit, followed by resource lists, for all except the unit on janitors, which include: children's books, teachers' books, encyclopedias, filmstrips, and study prints. The community workers unit includes the following occupations: police officers, fire fighters, bakers, grocers, dairy deliverers, doctors, nurses, dentists, carpenters, mail deliverers, sanitation workers, and postal workers. (SD)

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ED 100376

CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Postal Services

APPROXIMATE GRADE LEVEL: Grade 2

MAJOR SUBJECT AREA: Social Studies

PROJECT DIRECTOR: Eugene Veverka

PROJECT COORDINATORS: Rosemary Brenkus

Jerry Sykes

Martha Taylor

ADMINISTRATIVE ADVISOR: William Porter

THE CAREER EDUCATION PROGRAM
GENEVA AREA CITY SCHOOLS
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INTRODUCTION TO: Postal Services

Letter writing is included in the second grade curriculum and what better way to introduce it than through our postal services. By role playing the child can see the importance of legible handwriting and why the address must be complete. This brings the area of postal services closer to them. It is hoped that through this unit the child will become more aware of the various job opportunities found within the postal services.

BROAD OBJECTIVES:

1. To help children see the relationship of the postal services to their lives.
2. To help children improve letter writing skills.
3. To acquaint children with the various types of letters (example: air mail, special delivery) and the costs involved in mailing different types of letters.
4. To acquaint the children with the various personnel in the postal services and their specific tasks in mail delivery.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Teacher writes a letter to class, mails it, and has it delivered to classroom. In the letter explain the new unit of study. Also, put the letter on a sheet of chart paper or poster board to make a bulletin board. Can		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	use opaque projector to show and read the small letter to the class. Label bulletin board "From Me To You".		
1. Do you ever receive any mail?	Book--read to the class. Discussion	Book: Any Mail For Me?	
2. How do we get our mail?	Class discussion--let children present their ideas and thoughts. Filmstrip--view and discuss. Draw pictures to represent their ideas of how we receive our mail.	Filmstrip: Our Post Office (Cork) Material needed: Drawing paper	
3. When you write a letter, what things must you include?	Class discussion--bring in the different things that are included in all letters (heading, greeting, etc.). Make a chart by putting a letter on	Material needed: Chart paper	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	paper and labeling different parts. Make a transparency, write a letter and as a class label the letter parts.	Material needed: Acetate sheet for transparency. Felt tip pen for writing on transparency.	
4. Are all letters the same? Would you write the same type of letter to a friend as you would to a businessman?	Discuss types of letters--friendly letters, business letters--reading examples of each. Write letters--class activity. Display letters on bulletin board.		
5. After you write a letter, what do you put it in (envelope)? Why do you use it? What do you put on the outside of the envelope?	Class discussion. As a class activity make a large envelope and address it correctly. Let children address envelopes to go with the letters they have written.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
6. Is all mail classified the same?	Discuss different classes of mail. If possible, display different types.		
7. Why do we use stamps?	Read story.	Story: "About Stamps" Going Places, Seeing People	
	View stamp collection--perhaps a child can bring one in.	Material: Stamp collection	
	Design a stamp.		
8. Do all stamps cost the same amount?	Class discussion--let different ones bring in stamps to see if all stamps cost the same and are alike. Refer back to stamp collection.		
9. What is a zip code? Why do we use zip codes?	Make Mr. Zip Code - large enough for bulletin board.		
	Book--read and discuss.	Book: Mr. Mailman	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
10.	Who are the different people involved in mail delivery and how do we know who they are?	Books--read and discuss.	Books: Postmen Postmen the World Over I Want to be a Postman	
		Filmstrip--view and discuss.	Filmstrip: Post Office Workers (Geneva)	
		Bulletin board using study prints.	Study prints: Set SP121-Postal Helpers	
		Make mailman hats out of blue construction paper and carrier bags from brown construction paper folded 3 times and stapled on the sides. Attach string so the mail bag can be carried around the shoulders.	Materials: Brown and blue construction paper, string, staples	
		Song: "The Postman"	Exploring Music	
11.	Where do they work?	Filmstrip--view and discuss.	Filmstrip: Our Post Office (Cork)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Books--read and discuss. Make individual mail boxes.	Books: At the Post Office Let's Go to a Post Office The True Book of the Post Office and Its Helpers	
12. What are their different jobs? How is a post office divided?	Book--read and discuss. Make a chart listing various jobs. Field trip. Write letters asking permission to visit post office. Then write thank-you notes after visit.	Book: How We Get Our Mail Material needed: Chart paper Visit post office at Geneva.	
13. What are their jobs like? What are the dangers of the job?	Resource person--talk about his job. Role play different positions (Example: mailman in the snow, rain; sorter at Christmas time).	Resource person	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
14. Does anyone work in a post office at night?			
15. What is involved in our mail delivery?	Books--read and discuss. Review Filmstrip. Write stories on mail delivery. Flannel board cut-outs on mail services.	Books: The Pony Express First Overland Mail	
CULMINATING ACTIVITY:	Construct a post office and a street mailbox. Assign Postal Department roles to different class members (example: postmaster, mailmen, sorters, stamp cancellers). A letter-writing session can be held. The children are to use forms for letter writing and correct addressing of envelopes that they	Materials needed: Refrigerator box Smaller box Stamp	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	previously learned. They may use stamps on their letters which they previously designed. Since the children have already constructed individual mail boxes, the letters can be put in their mail box or the street mail box to be picked up by the mailman. The letters will be picked up, cancelled, sorted, and delivered to the students' boxes. The various postal roles can be enacted. A reading session of the letters can then be held.		

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2. Filmstrips:

Our Post Office (Cork)

Post Office Workers (Geneva)

3. Study Prints:

Community Helpers

Flannel board cut-outs of postal services.

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Our Homes - Shelter

"Where Do You Live?"

APPROXIMATE GRADE LEVEL: Grade 2

MAJOR SUBJECT AREA: Social Studies

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

Gerald Sykes

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INTRODUCTION TO: Our Homes - Shelter
"Where Do You Live?"

Throughout the primary grades, attention is given to self, home, community and the workers whose services contribute to them.

In the second grade, with increasing maturity of the children, interest in the home, its structure and furnishings is extended.

Since every aspect of the child's life is touched by the home, his experiences and interests will be prevalent.

It is hoped the children will gain a better understanding of and appreciation for the workers involved, from the architect's drawings of the house plans to the role of parents and children.

BROAD OBJECTIVES:

1. To help students gain an appreciation of our homes.
2. To help students develop an understanding of workers involved in building, furnishing and maintaining our homes.
3. To help students develop a realization and appreciation of the many conveniences in our homes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Story: Hansel and Gretel (Gingerbread House)	Story: Hansel and Gretel	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Construct cardboard houses to resemble gingerbread house. Make a gingerbread house or a small cardboard house to resemble real gingerbread box with frosting and gingersnaps on it. Dramatize story Hansel and Gretel or conduct a "man on the street" interview, using microphone and tape recorder. Teacher will act as "man on the street" first to give class the idea. Then different children will be chosen. Filmstrip and story: Three Little Pigs. Dramatize story of the three little pigs. Where do you live? Child give home address.	Tape recorder Filmstrip: Three Little Pigs (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. What did the very first homes look like?	Filmstrip: View and discuss. Draw caveman and his home. Draw Indian homes. Build Indian village (tepees, fire area sleds, totem poles).	Filmstrips: Home Life in Colonial Times (Geneva) Carol's Apartment House (Spencer) Helen's Home In the South (Geneva) Tom's Farm House (Geneva) Ann's Ranch House Home (Geneva) Learning About Indian Houses (Geneva) Books: Houses We Live In True Book of Houses	
2. What kinds of homes are in our neighborhood?	Read stories (pupils and teachers). Take field trip around school and in neighborhood where most of class reside to view kinds of homes. Discuss types of houses; materials houses are made of and process involved in building a house.	Stories: Three Little Pigs The House That Jack Built The Little Stone House The City Mouse and the Country Mouse	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Read poems. Build own houses out of milk cartons. Build a house out of a cardboard box. Paint it. Filmstrips--view and discuss.	Poems: Peter, Peter, Pumpkin Eater There Was An Old Woman The House Of the Mouse The Shiny Little House Filmstrips: Moving Into a House (Cork) Moving Into an Apartment (Cork)	
3. Why do we need homes?	Transparency. Class discussion of weather factors.	Transparency: Home as a Place of Shelter (creative visuals)	
4. What kinds of rooms does a house have?	Make a list of rooms in a home and the furnishings used in each room. Examine and discuss blueprints (floor plans) and learn about scale model. Correlate this with math class on measurement and cost (addition and subtraction of simple money problems).	Math textbook: Mathematics 2 - Sets, Numbers, Numerals a. Measurement unit b. Money unit c. Geometric shapes	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Try drawing simple floor plans for "your" home. Collect and discuss floor plans from newspapers and magazines. Read stories (pupils).	Stories: Tools For Work - p. 102 A World of Surprises Two Is a Team - p. 201 A World of Surprises The Painted House - p. 8 Going Places, Seeing People My Home - p. 46 Going Places, Seeing People	
5. What important tasks need to be done in our homes?	Plan one extra chore that you can do daily to help at home. Make a poster illustrating rules of courtesy at home. Make a chart of all home jobs, who does them, and which ones you can help with.	Filmstrip: My Dad Is a Carpenter (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
6. Ways we can make house more pleasant.	Plan and plant a bulb or dish garden. Make a chart of why we need homes.		
7. What kind of tools are used to build a house?	Filmstrip--view and discuss. Children make own tools out of construction paper for bulletin board. Bring tools from home and show class.	Filmstrips: Building a House (Spencer) How We Build Houses (Cork)	
8. What workers are needed to build a house? How did the workers learn their skills?	Children make puppets out of bags depicting worker who builds houses. Class discussion of workers and how they learned the skills. Architect show blue prints and let children draw simple plan of their own houses. Correlate with math class on measurement and cost.	Encyclopedia: Moving Carpenter Apron Belt Tools Electrician Plumber Painter	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make class picture and story book of construction workers depicting as many different phases of their jobs as possible. Go to an area where the workers are in the process of building a house.	Filmstrips: Moving Into a House (Cork) The Wonderful World of Work: Electrical Services (Cork)	
9. Where do the materials to build our homes and furnishings come from?	Invite a carpenter, a plumber, electrician (any other available person children might know) in to briefly explain their work and how they learned their skills. Collect and make an exhibit of different kinds of materials used in constructing a house. Make a picture chart of household furnishings (emphasizing as many different types of materials used in each).	Books: I Want To Be an Architect I Know a House Builder Science experiment: Why green lumber is not used in building by wetting a piece of plywood and drying as quickly as possible	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Brick's for Houses Grass Mud Paper Tree How to Make Furniture	
	Filmstrips, records or cassettes.	Filmstrip, records or cassettes	
10. What important tasks need to be done in our homes? Who performs these tasks?	Learn and sing songs. Make up other songs or verses to songs in books. Pantomime the work of different kinds of duties in home. Have other children guess which worker is being represented.	Music textbook: Music In Our Town At Our House - p. 8 Leaky Faucet - p. 6 Making Cookies - p. 10 Needle Sing - p. 11 Old House - p. 83 Music textbook: Discovering Music	
11. In what ways can we help make our homes more pleasant?	Learn and sing songs.	Music Textbook: This Is Music If You're Happy - p. 8 Discovering Music Helpers - p. 44 Help Me Today - p. 80	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Art - decorate wooden boxes for trinkets or create felt picture and vase of paper flowers. Art design out of toothpicks. Children may put art decorations in playhouse, if available.	Economy Handicrafts Flushing, N.Y. p. 29 - felt and burlap picture pack	
	Play rhythmic game.	This Is Music If You're Happy - p. 8 Come Sing and Play - p. 6 Filmstrip: The Little Red Hen and The Grain of Wheat (Austinburg)	
12. How do we heat our homes in winter? How do we cool them in summer?	Class discussion of ways their homes are heated and cooled. Invite a heating and plumbing contractor or helper (a father, if possible) to answer questions and enlighten children as to types of heat and cooling devices.	Encyclopedia: Furnace and Air Conditioner Resource person: Heating and plumbing contractor	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Show filmstrips.	Filmstrips: Electrical Services (Cork) Gas and Oil Services (Cork)	
13. What materials are used for insulation?	Interview parents about insulation in home and report to class. Invite school custodian to explain heating system in school. Make an exhibit and label types of fuel. Discuss advantages and disadvantages.		
14. What furnishings does a home need? What purposes does furniture serve? Of what materials is furniture usually made?	Class discussion of advantage and disadvantages of rugs, carpets, tile, cement, linoleum, bare wooden floors. Cut out pictures of furniture for a room and arrange it several ways, deciding on the most convenient arrangement.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make something useful or decorative for the home (bookmarks, memo pads, napkin rings, door stops, letter-holder, pin cushion). Make a list of labor-saving devices.		
15. What conveniences for the home have come in to use recently? How do they add to our comfort and well being?	View and discuss filmstrips. Math--identify and work simple addition and subtraction problems with "sets" of objects and "groups" of workers, furniture, etc. in the home.	Filmstrips: Pioneer Life - A Farm Kitchen (Geneva) Pioneer Life - Homespun Linen (Geneva) Pioneer Life - Community Problems (Geneva)	
	Free reading--read the books on the special reading table (to be set up for this unit). Report on any particular book you think would interest the class (book report).	Books for reading table are included in back of unit	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Children interview parents with cassette tape recorders on labor-saving devices.	Encyclopedia: Refrigerator Telephone Television Dishwasher Washer and Dryer	
CULMINATING ACTIVITY:	Construct a house. Role-play (people who build the house as well as family who lives in the house). Classroom quiz. Booklet of all papers and objects children have done and made during unit.		

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2. Filmstrips:

Three Little Pigs (Austinburg)

Home Life in Colonial Times (Geneva)

Carol's Apartment House (Spencer)

Helen's Home In the South (Geneva)

Tom's Farm House (Geneva)

Ann's Ranch House Home (Geneva)

Learning About Indian Houses (Geneva)

Moving Into a House (Cork)

Moving Into an Apartment (Cork)

My Dad Is a Carpenter (Cork)

Building a House (Spencer)

How We Build Houses (Cork)

The Wonderful World of Work: Electrical Services (Cork)

Choosing and Building a House (Cork)

The Little Red Hen and the Grain of Wheat (Austinburg)

Gas and Oil Services (Cork)

Pioneer Life - A Farm Kitchen (Geneva)

Pioneer Life - Homespun Linen (Geneva)

Pioneer Life - Community Problems (Geneva)

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C A R E E R E D U C A T I O N P R O G R A M

G E N E V A
A R E A
C I T Y
S C H O O L S

UNIT TITLE: Clothing

"The Shirt On Your Back"

APPROXIMATE GRADE LEVEL: Grade 2

MAJOR SUBJECT AREA: Social Studies and Science

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

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INTRODUCTION TO: Clothing
"The Shirt On Your Back"

This clothing unit will give a group of primary children a glimpse of farms, mills, factories, warehouses, stores, and their own clothes closet.

They will read with interest and purpose, and gain practical information about the clothes they wear.

Through many, varied art activities and field trips in our community, learning will be made real to them.

Through contact with workers from all walks of life, responsible for producing and supplying our clothing needs, the children will emerge with a better understanding, appreciation and interest in the world around them.

BROAD OBJECTIVES:

1. To help students develop an interest in clothing.
2. To help students develop an appreciation of the cooperation of the many workers, in making, supplying and caring for our clothing.
3. To help students gain an understanding of the different products used in making our clothing.
4. To help students gain an understanding of the importance of wise and careful selection of our clothing.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Two dolls, a boy and a girl, appropriately dressed, will be placed on a display table. Also, on the table will be a display of sources of materials used in making clothing (piece of raw wool or picture of a sheep; piece of leather or picture of a cow; coal; wood; silk worm cocoon or picture; cotton ball, etc.). Class discussion and guessing game of parts of clothing made from each source on the table.		
1. What are some of the reasons that people wear so many different kinds of clothing?	Make a list of the types of clothing people wear (dress, shirt, boots, raincoat, etc.). Read about the different kinds of clothing.	Encyclopedia	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Learn and sing songs that refer to different clothing and uses.	Music book in your building	
2. What clothes are best suited for school, play, parties, church, and other occasions?	Students prepare a bulletin board using pictures appropriate to the best clothes to wear to school, church, etc.		
	Read (pupil) stories about the appropriate clothing to wear.		
3. What workers need special clothing for their jobs?	Collect pictures and make posters of community workers we have already studied about, in appropriate dress.		
	Read story (teacher).	Childcraft Vol. 10, p. 220-221 Making the Clothes You Wear	
4. How are "fashions" established?	Boys will "design" a piece of clothing in the "design" room.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Girls will hand sew (or on a simple sewing machine) a piece of clothing. Design and make costume jewelry. Design fabric prints by using muslin and print with potato prints, soap prints or sponge stencils.	Art Book: Arts and Crafts for Elementary Teachers Pack Full of Fun	
5. What places and workers in our community provide our clothes?	View and discuss filmstrip. Class discussion of workers in the shirt factory. Visit shirt factory.	Filmstrips: My Father Works In a Shoe Store (Cork) Our Neighborhood Stores (Cork) Working In Manufacturing (Cork)	
6. What places and people help us care for our clothes?	Visit laundry and observe and talk with workers washing, cleaning and pressing clothes.	Local laundry or one in Ashtabula	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
7. Of what materials is our clothing made?	Make a "cooperative" list of all things children can think of which clothes are made from (wool, cotton, etc.).		
	Spelling and language: Clothing vocabulary--class discussion, flash card word game.	The Instructor Publications P.O. Box 6108 Deluth, Minnesota #634 Clothing #637 Clothing Accessories	
8. From what sources do clothing materials come?	Transparency--view and discuss.	Transparency (Creative Visuals) Family Relations - Learning About Clothing	
	Filmstrips--view and discuss.	Filmstrips: The Story of Wool (Austinburg) The Tailor (Cork) The Story of Cotton (Austinburg)	
9. How is thread made?	Read (teacher) and discuss process by which thread is made.	World Book - Vol. T	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Make dyes from plant sources--onion skin, beets, spinach, walnut. Try making yarn or thread by hand by various fibers. Discuss how thread is made today.		
10.	How is cloth woven?	Discuss --pictures will be placed on bulletin board of spinning wheel, etc. Filmstrips--view and discuss.	Filmstrips: The Story of Cotton (Austinburg) The Story of Wool (Austinburg) The Story of Rubber (Austinburg) The Story of Leather (Austinburg) A Class Studies Rubber (Austinburg)	
11.	How can we take care of the clothing we have?	Learn and sing songs: "Hanging Out the Linen Clothes" and "The Laundryman."	Books: American Folk Songs for Children Music for Young Americans	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Provide a lost and found box for misplaced clothing in room. Empty box daily by finding owners.		
	Filmstrip--view and discuss.	Filmstrip: The Laundry (Austin-burg)	
12. Which is more practical for children's clothing--silk or cotton? Why?	Collect and label samples of clothing materials--leather, nylon, plastic, silk, linen, cotton, wool, rubber. Examine and discuss fibers, texture, etc.	Samples of materials	
	Deliberately stain with berry juice, etc. samples of above materials and try to wash them. See the results.		
13. Should we play in the clothes our parents have provided us with for school and other activities?	Class discussion of "dos and don'ts' of wearing our school clothes to play in.		

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Invite a mother in to discuss with class above subject and give her view.	Class mother	
		Write thank-you letters to mother who visited room.		
		Write stories and poems about playing or not playing in our school clothes.		
14.	What would a complete "outfit" for me to wear to school in winter cost?	List an ideal "outfit" for boy and girl and then visit a department store or use a catalog and list costs. Then add the total costs.		
	CULMINATING ACTIVITY:	Have a "style" show (for other primary grades) with different children dressed to represent community workers; plus appropriate clothing for children at play, school, church, etc.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	The child appropriately dressed will recite a creative poem about his "fashion."		

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Working In Manufacturing

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The Story of Rubber

The Story of Wool

The Story of Leather

A Class Studies Rubber

The Laundry

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Community Helpers

"The Hat Tree"

APPROXIMATE GRADE LEVEL: Grade 2

MAJOR SUBJECT AREA: Social Studies

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

Jerry Sykes

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CE003768

INTRODUCTION TO: Community Helpers
"The Hat Tree"

This unit seeks to introduce the second grade child to his community and to acquaint him with the world of work.

The child will be given information concerning various occupations and will be involved in role playing situations that hopefully will start developing individual interests and abilities.

This unit will be geared to what interests the children most like. Occupations not mentioned might be included if children express a desire and show an interest in them.

BROAD OBJECTIVES:

1. To help the second grade child learn to work and play cooperatively with others.
2. To develop an awareness and appreciation for the various occupations in his community.
3. To broaden his interests and introduce new experiences that will increase his knowledge of community helpers.
4. To help him develop interests and abilities that will enable him to become a responsible and effective member of the community.
5. To develop a safety conscious child.
6. To increase his knowledge of appropriate behavior in an emergency.
7. To be able to recognize the many community helpers and their duties.
8. To develop an awareness of how the child can become a helper in his own home, school, and community.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	The first day of the unit, have displayed in the room a "Hat Tree" with various hats worn by community helpers. Children will be allowed to select hats to role play.	Display or unit table books, puzzles, Kinder City (miniature city), community helper puppets, study prints (Workers in Our Neighborhood). Flannel board (Instructo) of community helpers.	
1. Who can name the daddies who might wear these hats? Does your daddy have any of these hats at home?	Children can help identify hats on tree. Let "helper" select one hat to lead into specific discussion of community helper.		
2. Who is this helper?	Policeman: show study print and dress child in police suit. Discuss safety rules at home and school. Traffic signs are on display in classroom. Prepare simple map to be filled in with location of sites visited or used.	Filmstrip: The Police Department (Austinburg) Traffic signs Books: Your Police - George Zafflo Policeman Small - Lois Lenski Policeman Mike's Brass Buttons - Ruth Tooze	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Invite policeman to visit classroom for children to interview and hear rules of safety.	I Want To Be a Policeman - Carla Greene	
	Make police hats.	Construction paper	
	Construct badges.		
	Role play a day in the life of a policeman and his family.		
	For role play, provide boxes for children to make police cars (individual cars can be made with bottom of box opened and handles cut out on sides).		
	P.E. "Red Light, Green Light" "Little Lost Child"		
3. Do any of your fathers work at the Police Department? Do any of your big brothers and sis-	Encourage fathers, mothers, siblings to visit classroom and share their job duties with the class.	Resource persons: Fathers Mothers Siblings	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	ters serve on Student Patrol? How many of these helpers have you seen on TV?	Make tagboard patrol belts for each child to wear during school patrol interview.	Tagboard	
4.	This hat is red. Who is the helper who wears it? How does he keep our school and home safe? Where does he work? What does he wear? What kind of car or truck does he use? Why does he wear a red hat? Why do policemen and firemen have to work at night?	Riddle: Who am I? Clang! Clang! Stay out of my way. . . I'm rushing to put out a fire today. Encourage children to tell what they know (and bring toys, books about it). Invite Fire Chief to visit with fire truck. Wear fire hats made from red construction paper.	Book: I Want to be a Fireman - Carla Greene Filmstrip: Fire and Fire Fighters (Cork) Record: Smokey the Bear Resource person: Fire Chief	
	Why do we have fire drills?	Demonstrate and role play fire drill.		
5.	How can we practice safety at home and school?	Distribute police and fire booklets made for primary children.	Books: The Little Fire Engine Lois Lenski The First Book of Firemen - Benjamin Brewster	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	What can we do to make our homes safer? In what ways can we protect our homes and school?	Make a tour of school to locate fire extinguishers and school fire alarm. Locate fire hydrants. Indicate these on map of community.	Booklets available from local (Geneva) (Saybrook) fire departments.	
6.	Who wears this hat? How does he help us? Do any of your fathers do this work? Would you like to have a grocery in the classroom?	Child selects butcher, grocer or restaurant hat from The Hat Tree. Discuss study prints, types of foods we eat, favorite food, etc. Take a walk to neighborhood grocery. Talk with manager. Discuss food and supplies in his store. Decide what is needed to put one in classroom. Provide large box to paint and construct grocery store. Encourage children to bring empty cans, boxes and bottles for role play.	Book: I Want To Be a Baker - Carla Greene Field trip: Valu-King Grocery Store Refrigerator box Paint	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Use a play cash register and play money.	Materials: Cans, bottles, boxes, play cash register, flannel board, puzzles, play dough, play money	
Would you like to play grocer?	Children in housekeeping corner can prepare "food" by making play dough play food. Play money can be used. If interest holds, food preparation could be part of unit with place mats, aprons, flower arrangement, actual cooking, etc.	Filmstrips: The Fruit and Vegetable Store (Cork) My Father Works In a Supermarket (Cork) The Supermarket (Austinburg)	
	Invite local grocer or interested parents in to see and participate in project.	Resource person: Local grocer or interested parent	
7. Who is the helper who brings the milk?	Invite a milkman to visit with his truck and deliver whipping cream.	Filmstrip: The Dairyman (Cork)	
		Whipping cream	
	The class will shake this in the jar to make butter.	Whipping cream jars	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Game: There are many people who help us every day. The milkman brings us milk. He is a friend of mine. The children form a circle and one is the milkman. He places the milk carton behind one child who then chases the milkman around the circle and then becomes the milkman.	Milk carton	
	View filmstrip.	Filmstrip: Dairy Product Delivery (Cork) The Dairyman (Cork)	
8. Who makes food other than mother?	Make play dough to play with. Make baker, chef and waitress hats for pancake party. Let children dramatize.	Tissue or crepe paper and construction paper for hats	
	Let the children make pancakes (pour and turn their own). Use the butter made by the children.	Materials: Electric skillet, pancake mix, bowl, milk, eggs and other ingredients and utensils for pancakes.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Game: Baker baker deliver the bread. Repeat the game listed under content question related to the milkman. Use bread wrapper instead of milk carton. Also play hot bread instead of hot potato.	Book: I Want To Be a Baker - Carla Greene	
	Take the children to Olsen's Bakery. Tell the story of pancake with flannel board like the gingerbread man. Use this rhyme: Mix a pancake Stir a pancake Pop it in a pan Fry a pancake Toss a pancake Catch it if you can.	Field trip: Olsen's Bakery, Saybrook Plaza, Ashtabula	
9. Who might wear this? How does the doctor or nurse help us? Where do they work? Would you like to meet a real doctor or nurse?	Select a child to pick nurse cap or doctor's equipment from "The Hat Tree." For role play, have one interest center equipped with cot, play doctor and nurse	Book: The Indoor Noisy Book Margaret Wise Brown	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	kits, first aid equipment. Have box to make an ambulance.		
10. Would you like to meet a doctor or nurse? How do these different people prepare for their jobs?	Invite school nurse to visit classroom and demonstrate such things as simple first aid, etc. This question can lead into study of importance of eating good food, getting proper rest and exercise.	Resource person: school nurse or parent	
	View filmstrips.	Filmstrips: The Neighborhood Nurse (Austinburg) Going To The Doctor (Cork) The Neighborhood Doctor (Cork)	
	Role play what you would do if: A. You were a nurse and you had to help a child who cut his arm. B. You were a doctor and child came to you who has to have tonsils out.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	C. You are dentist and a grown up has a toothache. D. You are mother or father and you discover your body has high temperature.		
11. How do we get our homes?	Discuss house helpers, fix-it men and carpenters.		
	Set up work bench with tools.	Table and tools	
	Sing the song "Here They Come" to the tune of Three Blind Mice.		
	For physical activity have children act out "This is the Way We Paint the House" to the tune of "Here We Go Round the Mulberry Bush." Act out with real brushes and clean up tools.	Materials: Brushes, brooms, buckets, cloths	
	View filmstrip.	Filmstrip: My Father Works As a Carpenter (Cork)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
12. Who delivers the mail?	Make mail satchel. Use a rural post box and have a letter for each child inside. Have mail call. Write a thank you letter to a helper who has visited the class. The class will walk to a corner box and mail it. Riddle: I walk for blocks and blocks to put letters in your mail box. Who am I?	Mail box Envelopes Thank you notes Stamps	
13. Who picks up the garbage?	Let children pick up trash on the playground and clean up the room. View filmstrip.	Filmstrip: Sanitation And The Sanitation Worker (Cork)	
CULMINATING ACTIVITY:	As a culmination we will compose a letter to our parents telling them about "The Hat Tree." An invitation will be extended to the		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	parents urging them to join us in our project about the study of community helpers. They will be encouraged to add their different hats to our "Hat Tree," visit our classroom and tell us about their jobs. This could extend our unit into other fields as we learn and explore the world of work.		
	Take children to the Geneva Post Office, Police Station, Fire Station.	Field trip: Geneva: Post Office Police Station Fire Station	

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C A R E E R E D U C A T I O N P R O G R A M

G E N E V A
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S C H O O L S

UNIT TITLE: Custodians (Janitors) In Our Lives

APPROXIMATE GRADE LEVEL: Grade 2

MAJOR SUBJECT AREA: Social Studies

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus
Jerry Sykes

ADMINISTRATIVE ADVISOR: William Porter

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INTRODUCTION TO: Custodians (Janitors) In Our Lives

All too often we take for granted the important work performed for us by the custodians or janitors. These people include our mothers and fathers, as well as those persons who are responsible for the maintenance of private and public buildings.

It is hoped, through actual association with the school custodians and observation and class discussion, the children will begin to realize and appreciate those who care for the buildings used by us all.

This unit is designed for a second grade class; for two to three weeks.

BROAD OBJECTIVES:

1. To help children learn about the importance of a custodian or janitor in all phases of their lives.

2. To help children develop an appreciation of custodians or janitors in their lives; through a workable knowledge of their duties and responsibilities.

3. To help children realize that everyone, to an extent, acts as a custodian or janitor sometimes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Display some of the equipment used by custodians or janitors. Through cooperation with the school custodian, do not clean the		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	classroom for a week (without knowledge of the children in the class). Class discuss the appearance of the classroom after the week of work within; and having no one clean it. Ask for volunteers among the children in the class to carry out the duties which the custodian would have performed each day.		
1. What is a custodian? A janitor?	Use dictionary and find meaning of both words.	Use room dictionaries.	
2. Where do we need a custodian or janitor?	Class discussion of the meanings and their likenesses and differences. Class discussion of places they have observed custodians and janitors at work.	The Picture Dictionary For Children	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
3. What are the duties of a custodian? A janitor?	Learn and sing songs about a custodian or janitor at work. Invite custodian (school) to room to explain his duties. Take tour of school building with a custodian and let him show and explain the extent of his work.	Resource persons: School custodian and janitor Field trip: Tour of school building	
4. What would our public buildings, as well as our private homes, look like without the services of a custodian or janitor?	Invite a custodian from some public building (such as recreation hall) to visit the class and explain and answer questions about his work. Then compare his work with that of the school custodian. Children read stories about school janitor. Class discussion and list together places where custodians or janitors are needed.	Resource persons: School custodian and janitor	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
5. Did you ever think of your mother or father as a custodian or janitor?	Class discuss and list duties of parents, which custodians or janitors perform in public buildings.		
6. Have you ever done any work as a custodian or janitor?	Class discussion of ways the child has helped in his home.		
	Each day during this unit allow four or five children to do the work the custodian would ordinarily do in the classroom.	Janitorial equipment	
7. Is it the duty of only a custodian or janitor to take care of and clean the building he is in charge of?	Class discussion of the appearance of our classroom after it had not been cleaned. (at the beginning of the unit)		
CULMINATING ACTIVITY:	Plan and carry out a special day or party for custodians in the school, in appreciation and understanding of jobs performed by custodians and janitors.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Each child in class will wear a "thank you" badge which they have made for the occasion.		